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ABSTRACT

Presented is a manual on special education microteaching, an approach to training teachers of handicapped children in which the student teacher teaches a lesson, is critiqued and shown a videotape, then reteaches the lesson. In Chapter 1, several characteristics of microteaching which facilitate the training program's effectiveness and efficiency are outlined, and the application of microteaching to special education is discussed. The Special Education Microteaching Clinic is described in Chapter 2 in terms of micro-lesson and course content compatibility, off-campus and on-campus studios, micro-lesson scheduling, the trials-to-criterion cycle, staff training, and personnel. The three micro-lesson components (the lesson protocol, an evaluation checklist, and a modeling or demonstration videotape) are reviewed, and suggestions for critiquers (graduate students who observe, critique, and advise trainees in technical teaching skills) are listed in Chapter 3. Provided in Chapter 4 is a checklist for equipment required to produce and view a micro-lesson in a one camera studio. Included among appendixes is a list of 20 special education micro-lessons in such areas as behavioral interventions, gross motor training, and token reinforcement. (SB)

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special education microteaching

EC090952

Special Education Microteaching Clinic
Southern Illinois University at Edwardsville

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Preface

In 1969, Dwight Allen and Kevin Ryan published a small volume entitled Microteaching. During the past five years their work has become a standard reference for educators and others interested in the application of Microteaching to the personnel training process. This volume was the stimulus for the organization of the Special Education Microteaching Clinic described herein.

In 1971, the Special Education Department at Southern Illinois University - Edwardsville was awarded a Special Project Grant by the U. S. Office of Education. Funds were provided to organize a demonstration and training program in Special Education Microteaching. Since that date, Clinic staff have produced thirty-eight micro-lessons including modeling tapes, written protocols and evaluation checklists (twenty-one of the micro-lessons were published in June, 1974). The staff has equipped and operated both an on-campus and an off-campus studio, taped and analyzed many hours of "live" Special Class instruction in community schools and provided over three thousand individual micro-lessons for graduate and undergraduate students enrolled at the University.

During the three years of the Project, eighty professional educators and forty graduate assistants have contributed their time and expertise. They have written and taped, rewritten and retaped scores of lessons. They have served as consultants, critics, evaluators, demonstration teachers, directors and technicians. They have reviewed, re-evaluated and revised the final product repeatedly in an effort to provide quality instructional materials for professionals

in the field.

Special thanks are due the faculty, staff and students of Southern Illinois University and those individuals at universities and colleges throughout the United States who field tested the materials.

Special thanks is expressed to Dr. James D. Strauch of the University of Connecticut for his critical evaluation of the Clinic process and to William Hillman and Josephine Taylor, U. S. Office of Education Project Officers.

Very special thanks to the Clinic clerical staff, Marion Boris, Barbara Galliher, Jean Wildhaber and Linda Davis for their efforts and patience.

It is our wish that these materials will be meaningful adjuncts to the Special Education Teacher Training process.

Thomas M. Shea, Ed.D.
William R. Whiteside, Ph.D.

May, 1974

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Introduction

Special Education Microteaching is a laboratory experience designed to enhance traditional course offerings in training programs for teachers of handicapped children. Each Microteaching module (micro-lesson) contains precise instructions for the application of a specific instructional methodology. However, the lesson is not a comprehensive explanation of the technique. The trainee gains maximum benefit from the micro-lessons when they are used in conjunction with the lecture-discussions or assigned readings which are part of his professional training courses. Consequently, only those modules directly related to course syllabi should be performed by the trainee. The trainee's performance of a micro-lesson should follow as closely as possible the discussion of the methodology in the coordinated training course.

Micro-lesson selection depends on the availability of supplementary instructional materials. For example, the Auditory Discrimination Test (Wepman, 1958) and record sheet are required for each trainee performing the Micro-lesson entitled Auditory Discrimination Test, (Shea, et al., 1974).

The individual evaluating the trainee's performance of a micro-lesson must be a trained critiquer. (The noun critiquer is used in the Microteaching Clinic for one who performs a critique instead of critic and the verb critique instead of criticize to avoid the negative connotations of critic and criticize. The function of a critiquer is to accentuate the positive aspects of the trainee performance.) Critiquer training includes: studying the micro-lesson and suggested resources, performing the lesson, being critiqued under supervision,

practicing and discussing the critiquing process and training in the operation of video taping equipment. Critiquer training is discussed in detail in Chapter Three.

The Microteaching process is characterized by intense immediate feedback. Among the various modes available are (1) the critiquer observes the micro-lesson and relates his observations to the trainee, (2) the lesson is videotaped and viewed by the trainee or (3) the trainee is given written feedback by the critiquer. Microteaching feedback systems are discussed in Chapter One.

Finally, to assist the Clinic staff in the effectiveness of the micro-lessons, the trainee should complete a "Student Evaluation of Micro-lesson," as discussed in Chapter Three.

This manual of Special Education Microteaching procedures, practices and operations is presented as one example of the possible approaches to the application of this training concept in professional training programs.

Teacher trainers are encouraged to experiment and modify the model to fit the specific needs of their trainees and training program objectives.

CHAPTER ONE

MICROTEACHING

A broad gap exists between theory and practice in Special Education -- especially in the application of contemporary methodology techniques in the instructional setting. Presently, teacher training programs are being redesigned to bridge the gap between training and practice in the field. Special Education Microteaching combines training in the technical skills of teaching with abstract knowledge presented by instructors in the courses which make up the training program for teachers of handicapped children.

Current methodological approaches to instruction make precise statements relative to the do's and don'ts of teacher-learner behaviors during the teaching-learning process. Many suggestions, recommendations and prescriptions are presented concerning cognitive, affective and psycho-motor learning.

In the cognitive learning domain suggestions are made concerning:

(1) repetitions of stimulus variations,

(2) group and individual orientation at the commencement of a lesson,

(3) closure at the termination of a lesson,

(4) reinforcing on-task behavior, ignoring off-task behavior,

(5) questioning and probing techniques,

(6) concise presentation of directions before and during instructional transitions and

(7) structuring the learning environment.

In the affective learning domain, especially in the area of behavior management, suggestions relate to:

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(1) behavioral consistency toward the individual child and the group

(2) positive reinforcement of appropriate behavior and successive approximations leading to the appropriate behavior,

(4) the use of verbal and non-verbal cues,

(5) physical contact,

(6) the use of physical proximity to increase appropriate behavior,

(7) clear, concise presentation of instruction to facilitate activity transitions and

(8) life-space interviewing techniques.

In the psycho-motor learning domain instructions focus on gross motor skills, object manipulation and other skills requiring neuromuscular co-ordination, such as:

(1) large muscle skills required for mobility,

(2) fine-motor skills required for writing, painting, coloring, drawing and tracing,

(3) auditory skills including perception, pursuit and discrimination,

(4) visual skills including eye-motor coordination, form constancy, figure-ground discrimination and position in space,

(5) tactile reactions to variations in surface characteristics and discrimination of hot/cold and

(6) coordination of motor skills for the production of speech and language.

Each of the above teaching areas contain a multiplicity of technical skills which must be understood, applied and practiced by the trainee before they can be effectively applied in the teaching-learning setting with handicapped children.

At the present time, traditional course offerings provide scant opportunity for systematic application and practice of specific skill competencies. Trainees are provided few opportunities to evaluate their performance in controlled settings under supervision.

A Definition

Microteaching is a training concept that can be applied at various pre-service (and in-service) stages of the professional education of teachers. Microteaching provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the trainee receives relevant feedback on his performance. To minimize the complexities of the normal teaching encounter various dimensions of the instructional process are limited in Microteaching. The length of the lesson is reduced. The scope of the lesson is narrowed. And the trainee instructs only a few students (Allen and Ryan, 1969).

Several characteristics of Microteaching facilitate the effectiveness and efficiency of the total training program (Allen and Clark, 1967; Allen and Ryan, 1969; Bloom, 1969; Johnson, 1967):

a. Microteaching is real teaching. This is true even though many of the variables normally found in the teaching-learning setting are controlled.

   In Microteaching the trainee learns to apply a prescribed instructional method. Although it is a by-product of the

primary objective of Microteaching, i.e. trainee learning; it is evident that the learners (peers or children) learn in this setting. The child frequently learns discrete skills requisite for success in school while peers learn through observation of the trainee the behaviors to manifest or eschew during micro-lesson performance.

b. Microteaching minimizes the complexities of the normal teaching-learning setting. It is frequently impossible for the trainee's supervisor to control the complexities of a normal classroom setting sufficiently to insure that the trainee can apply a specific instructional technique. In the Microteaching setting, class size, lesson scope and lesson duration, learner pre-requisities and learner behavior are controlled.

c. Microteaching focuses on the training in specific tasks, e. g., the practice of (a) an instructional skill, (b) a behavior management intervention, (c) a method of teaching, (d) mastery of specific curricular materials, (e) mastery of specific assessment instruments or (f) mastery of evaluation skills. The focus of a particular micro-lesson is limited by the precision with which the originator of the method expressed the desirable teaching-learning transactions. Many methodologies suggested in the literature can not, at this time, be converted to micro-lesson because they are not sufficiently delimited.

d. Microteaching permits increased control and manipulation of relevant variables within the teaching-learning setting.

As previously stated, Microteaching is amenable to near total control not only of the physical environment but of the non-physical environment, i. e., cognitive, affective and psycho-motor behavior of the learners.

e. Microteaching greatly expands the knowledge-of-results or the feedback dimension of teaching. Trainees and practitioners frequently are critical of in-service and pre-service training programs because they lack relevant feedback systems. In the Microteaching setting, the feedback system provides relevant information to the trainee on his performance.

Variations in the Microteaching Instructional Process

There are four major variables in the Microteaching instructional setting which may be manipulated to enhance the trainee performance; i. e., (1) the learner and his behavior, (2) the feedback modes, (3) the teaching cycle and (4) the evaluation procedures.

The advantages and disadvantages of manipulation of these variables should be carefully considered in the organization of a Microteaching program. Clinic personnel must determine the "best" operational procedures for "their" Clinic in the light of practical considerations, such as, time, space, personnel, funds and the function of Microteaching in the training program.

The learner is the most important, with the exception of the trainee, yet the least controllable variable in the Microteaching setting. Two options are available relative to the learner's participating in Microteaching. The trainee may teach (1) his

peers or (2) handicapped children.

Teaching peers has several administration advantages (1) peer-learners are convenient because they are frequently Microteaching trainees, (2) Clinic staff and trainees are not required to travel off-campus to obtain child-learners and (3) funds are not expended to reimburse peers for their services.

From an instructional point of view, peer-learners have several advantages over child-learners among which (1) learner behavior is more easily manipulated with peer-learners than child-learners and (2) the peer-learner is exposed to the micro-lesson twice; once as a trainee and again as a learner thus having an opportunity to evaluate the lesson and potentially increase the effectiveness of his performance.

The disadvantages of peer-learners are (1) an unconscious tendency to "go easy-on" peers and (2) the fact that they are neither children nor, in most cases, handicapped.

In the Clinic model discussed here a third option is applied, i. e., the trainee may instruct both peers and children.

The trainee instructs his peers during his initial micro-lesson to insure optimum control of the micro-lesson variables. After he experiences success in peer-teaching the trainee instructs handicapped children in the community schools. These procedures enable the staff to take maximum advantage of the advantages of both peer and child teaching.

Feedback:

There are a variety of feedback modes available in Microteaching i. e., (1) viewing a videotape of the micro-lesson, (2) listening to an audiotape of the lesson, (3) discussing the lesson with peer-

learners, (4) discussing the lesson with the critiquer or (5) receiving a written critiquer evaluation of the lesson. For best results multi-faceted nearly immediate feedback must be provided the trainee. However, it is not feasible to provide the total range of feedback modes presented above.

The Special Education Microteaching Clinic provides the trainee feedback in three modes, i. e., (1) a videotape of the lesson which the trainee views with the critiquer, (2) trainee-critiquer discussion of the micro-lesson and (3) written critiquer evaluation of the lesson. Every effort is made to provide objective feedback.

The Teaching Cycle:

Three approaches to the teaching cycle are discussed below:

In the first approach, the trainee teaches the micro-lesson only once regardless of his performance. In this situation, quality standards for his performance are not established. The trainee is only required to perform the lesson. There is no consideration given to individual differences among trainees.

In the second approach, all trainees are required to teach each micro-lesson a specific number of times, i. e., two, three or four times. The automatic reteach cycle ignores individual differences among the trainees. It gives scant consideration to the trainee's learning style, ability, previous learning and/or past experience.

The third approach, and the one applied in the Special Education Microteaching Clinic, is a "trials-to-criterion: model. The "trials-to-criterion" approach takes into consideration trainee individual differences in learning, comprehension, performance and experience. This approach requires the development of criteria

for acceptable performance. In this model the critiquer function is critical. The critiquer must be an objective observer of trainee performance and communicate his observations to the trainee. The trials-to-criterion model is discussed in detail in Chapter Two.

Evaluation:

The evaluation of the micro-lesson can be accomplished by means of: (a) self-evaluation, (b) critiquer evaluation or (c) learner evaluation.

As an untrained observer unfamiliar with the micro-lesson content it is difficult for the trainee to objectively evaluate his performance. For similar reasons, it is difficult for peer-learners to objectively evaluate trainee performance. Peer-learners are generally not trained critiquers.

Special Education Microteaching Clinic combines self and critiquer evaluation. In this situation, (1) the trainee views a videotape of his performance, (2) the trainee and critiquer discuss the performance and (3) a written evaluation of the lesson is provided for the trainee.

The critiquer observes the trainee's performance "live" and completes an Evaluation Checklist. After the lesson, the trainee and critiquer view the videotape and discuss the performance.

Application to Special Education

The Special Education teacher-trainee is exposed to numerous suggestions, recommendations and prescription for instruction during his training program. Generally he is placed in community schools prior to student-teaching as an observer or participant in the teaching-learning process. In the special class he is alternately

encouraged and discouraged in his effort to sort the useful information on effective teaching from the useless. He is exposed to teachers, aides, psychologists, administrators and supervisors who each have "his idea" of how-to-do it. He is confronted with a variety of instructional materials including language kits, math series, social value materials, physical education equipment, programmed reading and the like. He is exposed to teaching theories varying from psychoanalytic to behavioristic. He is exposed to physical facilities including, audio equipment, audio-visual equipment, paced readers, wheelchairs, isolation units, study carrols and so on. He is exposed to such techniques for teaching as discussing, questioning, lecturing, seat work, independent study, individualized programming and computer-assisted instruction.

The trainee must be provided the means to order, integrate and apply the information he receives. He must decide what is important and what is unimportant to superior teaching.

The research in education indicates that there are general teaching skills which teachers apply in the classroom during the teaching-learning process. Most Microteaching programs currently focus on some or all of these generalized teaching skills (Bloom, 1956, Krathwohl, 1964). Among the component skills of teaching are stimulus variation, set induction, closure, silence and non-verbal cues, reinforcement of student participation, fluency in asking questions, probing questions, high-order questions, divergent questions, recognizing attendency behavior, illustrating and use of examples, lecturing, planned repetition and completeness of communications (Allen and Ryan, 1969).

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The above listing is by no means a complete taxonomy of teaching skills. However, these skills are necessary components of training programs for teachers of "normal" children and are among the skills needed by a teacher of the handicapped.

Special Education Microteaching, in addition to providing trainees with practice in the component-skills of teaching, provides practice in the unique skills needed by the teacher of the handicapped. Teachers of the handicapped must develop skills in a variety of precise teaching methods, pre-planned instructional programs, multi-media approaches, specific behavior management techniques, parent-teacher interview techniques and assessment and evaluation procedures.

Special Education Microteaching is designed to provide pre-service and in-service trainees with instruction and practice in teaching skills useful to the teacher of handicapped children.

CHAPTER TWO

THE SPECIAL EDUCATION MICROTEACHING CLINIC

The Special Education Microteaching Clinic provides pre-service (and in-service) training opportunities for undergraduate and graduate students and experienced teachers. The Clinic includes on-campus and off-campus studios. All students enrolled in Special Education Teacher Training Programs are required to participate in Microteaching.

Micro-lesson and Course Content Compatibility

Some courses in each of the Special Education Training areas of behavior disorders, learning disabilities and mental retardation are designated as Microteaching courses. These courses include lectures and/or discussions which are amenable to presentation via Microteaching.

The specific micro-lessons to be presented during the Clinic phase of a course are determined by the instructor. The presentation of the micro-lesson to the trainee is coordinated with the instructor's classroom presentation of the concept.

For example:

During the third week of the academic quarter the instructor of "Methods and Materials for Teaching Behavior Disordered Children" discusses the techniques of reinforcing and ignoring behavior. During this same week or the following week, the trainee performs the Micro-lesson entitled Ignoring and Reinforcing (Shea et al., 1974).

The coordination of core course and micro-lesson content requires

the instructor to prepare a detailed course outline for Clinic use. The production of a micro-lesson for a course is only limited by the precision with which the instructor communicates his desires and the nature of the concepts to be trainslated into a micro-lesson.

Core courses for which supplemental training in Microteaching have been developed are:

(1) The Introductory Course in Special Education. This course reviews the observable characteristics of the handicapped and the development of trainee skill in observation.

(2) Introductory Courses in the Problems and Characteristics of Children with Handicaps. The courses focus on the observable characteristics and specific remedial interventions for use with children within the various categories of exceptionality.

(3) Courses on Methods and Materials for Teaching the Handicapped. Specific methodological techniques and instructional materials are presented in these courses.

(4) Courses in Assessment and Evaluation. Many specific assessment and evaluation instruments are presented in these courses.

(5) Courses in Behavior Modification and Child Management.

The Off-Campus and On-Campus Studios

The Special Education Microteaching Clinic consists of on-campus and off-campus studios. An off-campus portable studio is needed unless handicapped child-learners are available on campus.

The on-campus studio is used to instruct trainees enrolled in the introductory Special Education courses. Beginning students train at the on-campus studio because in that setting optimum control can be exercised over the lesson variables of time, learner behaviors and the like. This reduces trainee anxiety in a new situation and increases the probability of success. Trainees also function as learners in the on-campus studio.

The portable off-campus studio is located in a community school. The studio is relocated frequently to avoid the ever-present problems of child, teacher or administrator satiation.

The trainees assigned to the off-campus studio have prior Microteaching experience in the on-campus studio and are preparing to student-teach in the immediate future. Handicapped children with various disabilities are learners in this setting. The micro-lessons performed are those correlating with methods and materials, behavior modification and assessment courses.

Scheduling Micro-lessons

Micro-lessons vary in length from 6-25 minutes. Trainees are allotted 30-60 minutes to complete the teaching cycle. This time allocation permits the trainee to view the videotape, perform the lesson, critique and if necessary reteach the lesson. When time prohibited immediate reteaching the critiquer requests the trainee to reteach the lesson at another time. A trainee may be requested to remain after teaching his lesson to serve as a learner.

Trainees should usually not be scheduled to perform more than one lesson per week. However, this depends greatly on the total number of trainees, the length of the academic quarter or

semester and the date the instructor is presenting pertinent material in the course.

Schedules should be designed to permit the trainee ample time to complete his task. The trainee should never be required to compete with the clock.

Trials-to-Criterion Cycle

The trials-to-criterion model is applied at the Special Education Microteaching Clinic.

The trainee teaches a specific micro-lesson each week of the academic quarter or semester. These lessons are offered concurrently with a lecture-discussion of the topic in the core course.

Prior to teaching his micro-lesson the trainee visits the Clinic for an appointment. The trainee is given a one hour appointment. He receives the protocol, material and equipment needed to perform the lesson.

When the trainee arrives for his lesson, he engages in the following activities:

a. Trainee views a modeling videotape of the skill.

b. Trainee receives verbal instructions about the lesson. Points of confusion are clarified in discussion with the critiquer.

c. Trainee teaches the lesson to a small group of children or peers usually one to three in number.

d. Critiquer observes the lesson and evaluates the trainee's performance in writing. The lesson is videotaped. The trainee and critiquer view the videotape and review the

written evaluation. They discuss the trainee's performance of the technical teaching skill.

e. If the trainee's performance is acceptable, he makes an appointment for his next lesson,

OR

If the trainee's performance is unacceptable; he enters an immediate re-planning period. He revises the lesson and incorporates the critiquer's suggestions.

f. The trainee reteaches the lesson to a new group of learners.

g. The performance is critiqued. If this performance is acceptable the trainee makes an appointment for the next lesson,

OR

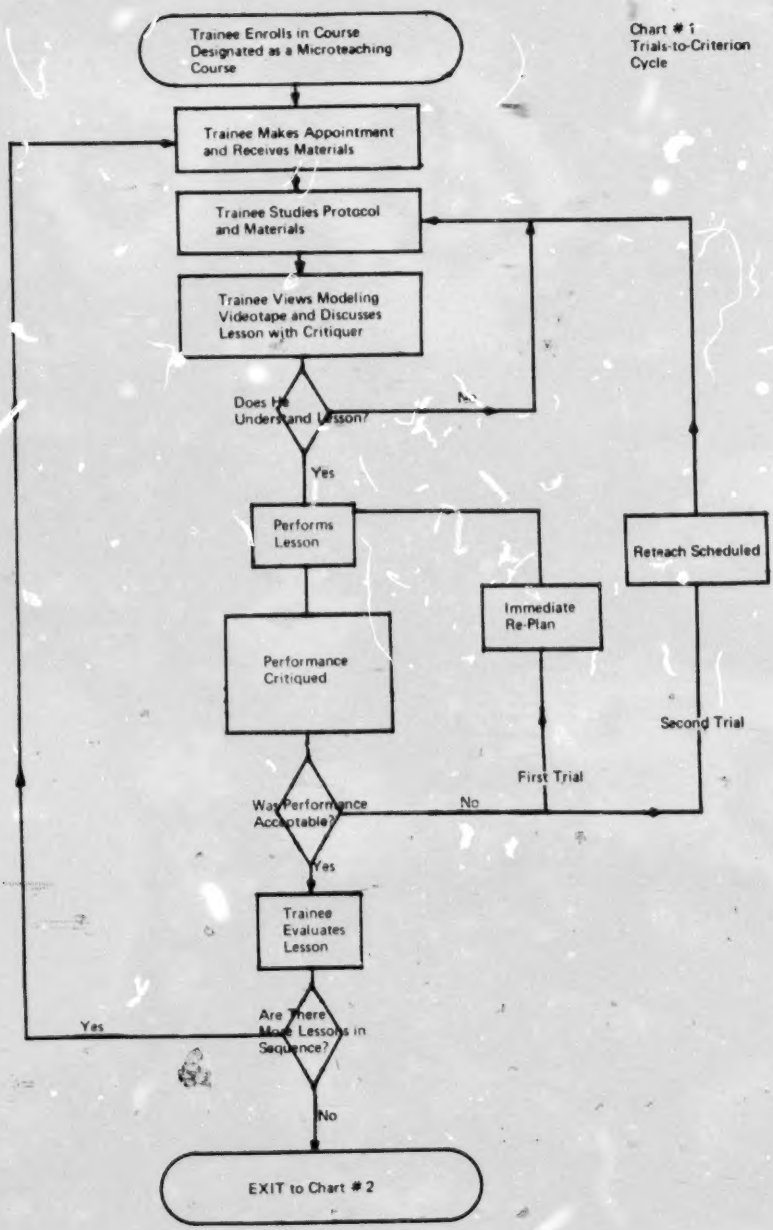
If the trainee's performance remains unacceptable he makes an appointment to repeat the lesson. He is strongly encouraged to re-read the protocol and review the model tape.

The following week, the trainee returns to the Clinic to teach the next lesson. During this session the trainee teaches a new lesson only if he has performed the previous lesson acceptably.

Chart #1 summarizes the Trials-to-Criterion Cycle.

Staff Training

The Special Education Microteaching Clinic operation includes staff and faculty in-service and pre-service training. The Special Education faculty must be knowledgeable about the Microteaching model applied in the Clinic. In addition, the Clinic staff must be familiar with the characteristics of handicapped children and the


Trainee Enrolls in Course Designated as a Microteaching Course
Chart # 1
Trials-to-Criterion Cycle
Trainee Makes Appointment and Receives Materials
Trainee Studies Protocol and Materials
Trainee Views Modeling Videotape and Discusses Lesson with Critiquer
Does He Understand Lesson?
No
Yes
Performs Lesson
Reteach Scheduled
Immediate Re-Plan
Performance Critiqued
Second Trial
First Trial
Was Performance Acceptable?
No
Yes
Trainee Evaluates Lesson
Are There More Lessons in Sequence?
Yes
No
EXIT to Chart # 2

teaching techniques applied in the education of these children. Critiquers must have training and experience in the critiquing process.

Training the Special Education Faculty

Usually some members of a Special Education Faculty are familiar with Microteaching. However, an effort must be made to develop a common understanding among the faculty of the Microteaching model applied in the Clinic. The faculty should attend workshop and discuss the following topics:

-The Microteaching model

-The purpose of the Special Education Microteaching Clinic

-The place of Microteaching in the teacher training program

-Program components, such as, trials-to-criterion cycle, modeling, the component-skills approach, self-modifying training procedures, feedback modes and the like.

-Administration and operation of the Clinic

-Clinic and micro-lesson evaluation procedures

This workshop should include experiences in Microteaching.

Training of Staff and Critiquers

As suggested by Allen and Ryan (1969) Microteaching staff are trained to assist the trainee in the developing of his ability to perform technical teaching skills and increase his understanding of the application of those skills in the teaching-learning setting.

Microteaching critiquers are graduate students with varying degrees of training and experience with handicapped children. Each critiquer attends a 30-hour workshop prior to the academic year in which he is a member of the Clinic staff. This workshop

focuses on four interrelated issues:

-the component-skills approach to training teachers,

-the rationale and benefits of focusing on discrete teaching skills,

-strategies and techniques of critiquing and

-an overview of the Clinic's purpose, ojectives, curriculum and organization.

The workshop includes a discussion of the above issues as they relate to the handicapped and teachers of the handicapped.

Critiquers participate in Microteaching and critiquing during the workshops.

Training continues throughout the year in a weekly seminar devoted to current problems and issues.

Personnel

The fully operational Special Education Microteaching Clinic requires several classification of professional and para-professional personnel discussed in this section.

Co-ordinator

The Clinic Co-ordinator is primarily an administrator. He is the one authority directly responsible to the Department Chairman or Dean for Clinic operations. All Microteaching related matters are directed to him. His role should discourage arbitrary decision-making in policy matters. However, he must have final authority after consultation with appropriate personnel.

The Co-ordinator has the following specific duties and responsibilities:

a. monitoring of all financial transactions.

b. recommending of all professional and para-professional personnel for employment.

c. disseminating all publications, reports and other communications.

d. requisitioning all commodities, materials and equipment.

e. arranging all travel for permanent and contractual personnel.

f. initiating and monicoring the evaluation process.

g. assuring the maintenance of all equipment.

h. assuring employee compliance to the work schedule.

i. serving as Co-ordinator of a Clinic Policy Board.

j. serving as Co-ordinator of a Clinic Evaluation Committee.

Clinic Faculty

The Clinic Faculty is composed primarily of members of the Faculty of the Special Education Department. The members of the faculty, as a group, assume policy making, supervisory and instructional responsibilities.

More specifically each member;

a. identifies and defines the technical teaching skills indigenous to his area of specialization.

b. assists in preparing the micro-lessons in his area of specialization with the Clinic staff

c. serves on a Clinic Evaluation Committee.

d. serves on a Clinic Policy Board.

Critiquers

Graduate students are employed and trained as critiquers.

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They have one primary function in Clinic operation:

To observe, critique and advise trainees in technical teaching skills.

Critiquers must ahere to the Clinic schedule, attend the training workshop and meet with the Co-ordinator at a weekly seminar.

Research Assistant

The primary responsibility of the research assistant is operating the evaluation process under the direction of the Co-ordinator. The research assistant is responsible for preparing, distributing, collecting, filing and collating evaluation data. The research assistant also conducts library research.

The Secretary

The Clinic secretary is responsible for all assigned clerical tasks. The secretary supervises the student-secretaries. He is directly responsible to the Co-ordinator.

Student-secretaries

Student-secretaries are responsible to the Clinic secretary. Their duties are:

a. typing, filing, collating and the like.

b. preparing the instructional materials and equipment for the micro-lessons.

Media Technician

A media technician should be employed in the Clinic. His functions are: maintaining, operating and training others to operate the video equipment.

CHAPTER THREE

THE MICRO-LESSON

Micro-lesson production involves the development of a lesson protocol, an evaluation checklist and a modeling (or demonstration) videotape. Each of these components must be compatible with the others. In this Chapter the production of the components of the micro-lesson are discussed in detail. In addition the functions of the various persons present in the studio during the trainee's performance are reiterated.

The Protocol

The technical teaching skills presented in the micro-lesson are determined by the instructor. The instructor determines those skills the trainee will perform as a course requirement.

The instructor communicates his needs to the Clinic Co-ordinator. Initially, these communications are of a general nature. The instructor need not present a comprehensive exposition of the skills to be developed into lessons.

The Clinic staff research the concept and draft a lesson protocol. The protocol includes sections on the skill area, the population for which the skill is appropriate, the instructional level, learning domain, a brief rationale, the unit and lesson instructional objectives, references, materials and equipment and trainee tasks.

A meeting of instructor and staff is held to determine if the content of the draft protocol is congruent with the original ideas of the instructor. At this time, it is decided whether the production

process should be continued or abandoned. Lessons may be abandoned because:

(1) the skill is so ill-defined in the literature that it can not be sufficiently objectified for production purposes,

(2) the skill is of a nature that the substance can not be produced via videotaping.

(3) the development of a lesson is not technically feasible with production equipment available or

(4) the development of the lesson is not financially feasible.

Generally, it is decided to continue the production process. The staff and instructor now undertake indepth analysis of the skill and complete the protocol.

Chart #2 summarizes the protocol production process.

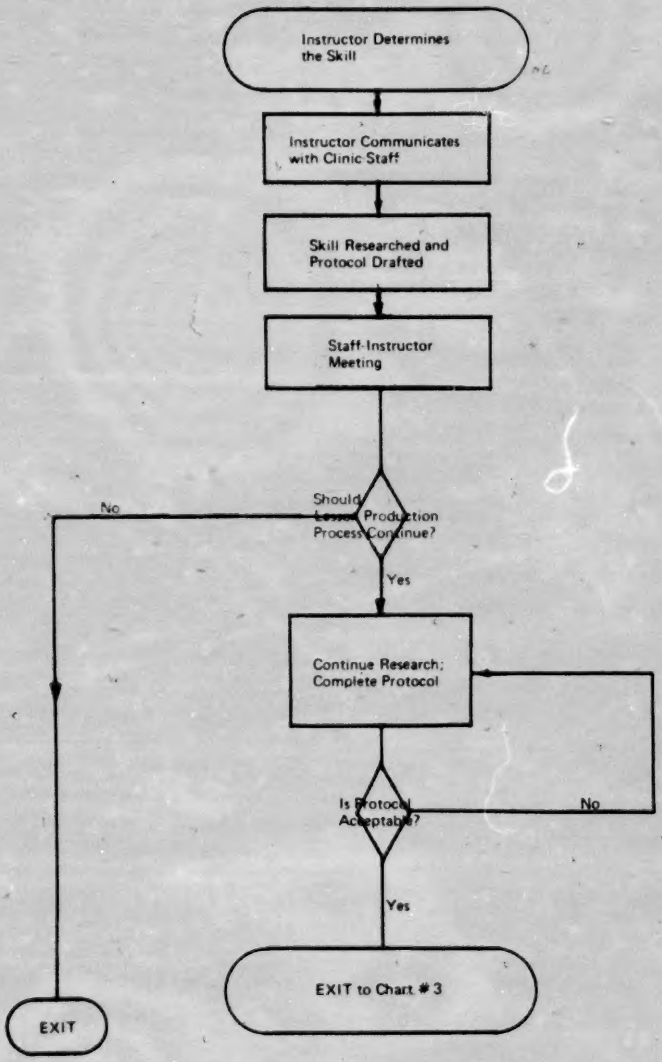
The Modeling Videotape

At this point in the production process attention is directed to the modeling videotape. The modeling tape must clearly represent the technical teaching skill described in the written protocol.

Using the written protocol as a guide the Clinic staff develops a videotape script of the lesson. This script is a sequential presentation of the auditory and visual stimuli to be manifested by the demonstration teacher and learners during the lesson.

When the videotape script has been completed a teacher and learners are selected to make the modeling videotape. The lessons are made by teachers selected for their expertise in the technical teaching skill demonstrated in the lesson. The children used for

Chart # 2
Protocol Production
Process



modeling are selected as representative of children with whom the technique is applicable in the Special Education setting. Arrangements are made for legal clearance and reimbursement of the individuals to perform in the model tape.

Taping sessions are scheduled. A single taping session should be of sufficient length to permit at least two performances or "takes" of the lesson. Prior to the taping, the teacher (and learners, if necessary) study and then discuss the protocol with the staff.

Next, the videotape is titled and the studio prepared for taping.

During the taping session, the lesson is:

(1) discussed briefly with teacher and learners to clarify any confusion in the proposed sequence of events.

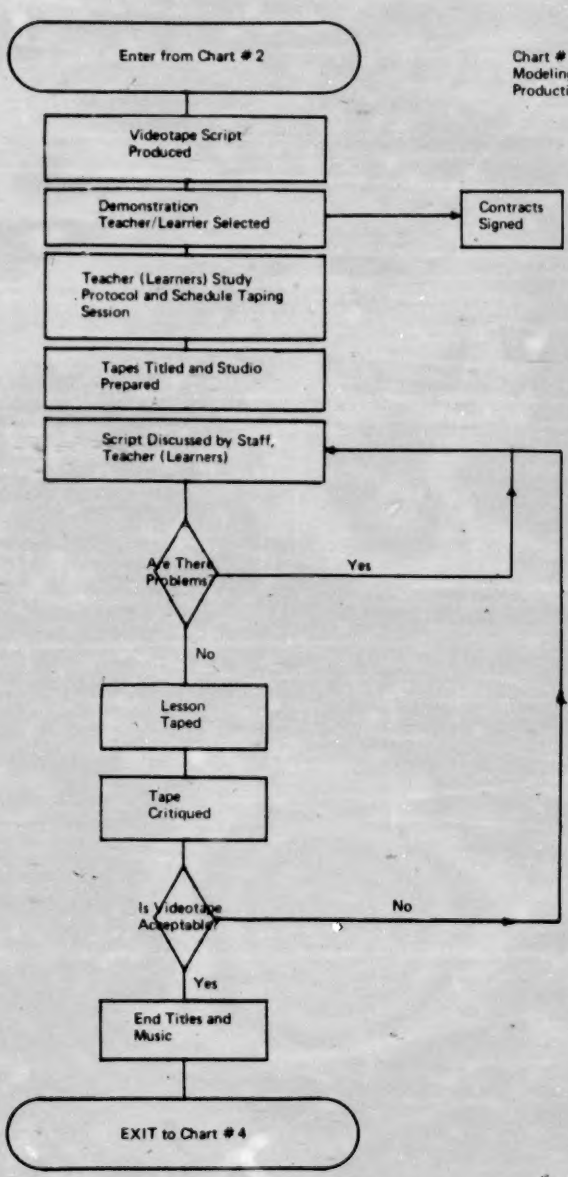
(2) the lesson is videotaped

(3) the videotape and protocol are critiqued by staff and demonstration teacher (and learners) to insure its acceptability as representative of the tasks prescribed in the written protocol and the compatibility of the protocol and videotape.

If the videotape is unacceptable; appropriate script and protocol revisions are made by the staff immediately.

The lesson is retaped and critiqued by teacher and staff. If the modeling tape remains unacceptable a date is scheduled for a retaping.

However, if the tape is acceptable after either the first or second take, the end titles and music are added to the tape by the technician. Chart #3 summarizes the modeling videotape production sequence.


Enter from Chart # 2
Chart # 3
Modeling Videotape
Production Process
Videotape Script
Produced
Demonstration
Teacher/Learner Selected
Contracts
Signed
Teacher (Learners) Study
Protocol and Schedule Taping
Session
Tapes Titled and Studio
Prepared
Script Discussed by Staff,
Teacher (Learners)
Are There
Problems?
Yes
No
Lesson
Taped
Tape
Critiqued
Is Videotape
Acceptable?
No
Yes
End Titles and
Music
EXIT to Chart # 4

The Evaluation Checklist

Some attention is given to the Micro-lesson Evaluation Checklist during the production of the protocol and modeling videotape. However, staff attention is now directed exclusively to this component.

The evaluation instrument used in the Microteaching Clinic is a checklist or rating scale of prescribed trainee behaviors. The checklist must be compatible with the protocol and model videotape. During the evaluation process emphasis is directed toward the observable behavior of the trainee as he interacts with the learners.

To develop the evaluation checklist the staff studies the videotape and written protocol in an effort to determine the observable behavior manifest by the trainee and the learners.

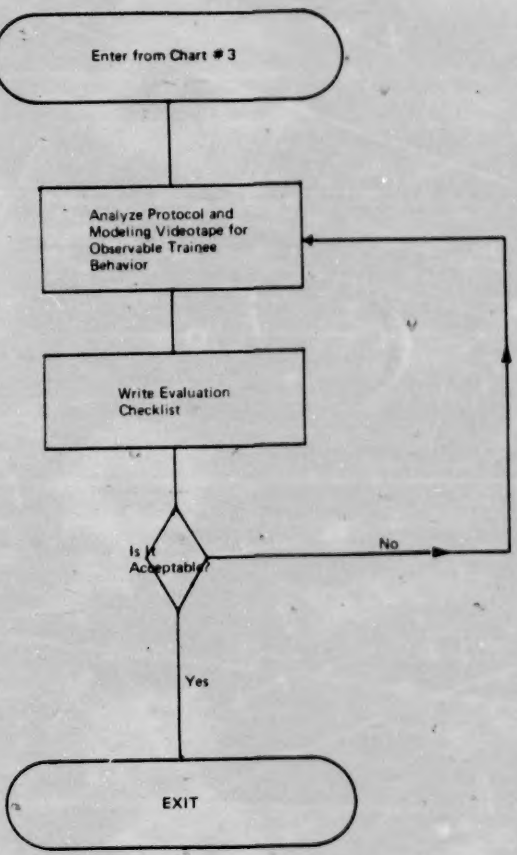
Revisions in the components are made if necessary. With the completion of the checklist, the micro-lesson is now ready for use in the core course. Chart #4 summarizes the evaluation checklist production process.

Each trainee as part of his Microteaching requirement must complete an evaluation form for each lesson successfully completed. These evaluations are continuously analyzed by the staff. If it is found that a particular lesson is ineffective, after consultation with the instructor, it may be withdrawn from use or revised. This determination is made jointly by the instructor and staff.

Protocol, Modeling Videotape and Evaluation Checklist Compatibility

The compatibility of the protocol, modeling videotape and evaluation checklist can not be over emphasized. Any conflict

Chart # 4
Evaluation Checklist
Production Process



among these components will be detrimental to the trainee. His performance of the lesson may be adversely effected and the probability of his success diminished.

There is no simple process, we have found, which eliminates the laborous process of reviewing and revising the components repeatedly during lesson production.

Micro-lesson Protocol Components

Each protocol, with its modeling videotape and evaluation checklist, is a self-contained instructional unit. In this section the components of the protocol are discussed.

1. Title:

   The micro-lesson titles are intended to describe the lesson content with minimum reliance on technical terms and trade names. For example: The protocol on the Gillingham-Stillman Method of teaching reading (Gillingham and Stillman, 1965) is entitled The Phonic-Alphabetic Method for Teaching Remedial Reading (Shea, et al., 1974).

2. Skill Area:

   The skill area designates the general subject matter content of the lesson. Lessons have been produced in the areas of reading, language, gross and fine motor coordination, behavior management, sensory-motor training, interviewing techniques and the like. Appendix B is a listing of the micro-lessons available from the Southern Illinois University Special Education Microteaching Clinic.

3. Areas of Exceptionality:

The area(s) of exceptionality for the teaching skill recommended are designated in this section. These designations were determined by a thorough search of the literature. The generally accepted Special Education categories have been used to avoid confusion.

4. Instructional Levels:

Instructional levels suggested in the lesson were derived from the literature. Many of the instructional levels have been extended as a result of staff experience and discussions with practitioners.

5. Learning Domain:

The learning domain classifications are cognitive, affective and psycho-motor. These categories are from the work of Bloom, et al. (1956), Krathwohl (1964) and others. The classification system was used in an effort to identify some available references for trainee study. By referring to the taxonomies the trainee can easily expand, extend and modify the lesson to meet his needs as well as those of his learners and instructors. One learning domain is designated for each lesson. This designated domain, in our judgement, is the primary learning domain of the lesson. However, it is recognized that considerable overlap among and within lesson objectives and taxonomies exist. Several of the lessons could have been designated in more than one learning domain.

6. Rationale:

The rationale presents the basic principles and underlying reasons for the application of the teaching skill. The

rationale is a summary statement derived from the available research and literature on the teaching skill.

7. Unit Instructional Objective:

The individual micro-lesson is one of a group of lessons. The unit instructional objective is the general objective for a group of micro-lessons. For example, there are five micro-lessons on the application of behavior modification techniques; Counting and Charting, Selecting Reinforcers, Token Reinforcement, Ignoring and Reinforcing and Contingency Contracting. Each of these lessons is part of a unit entitled "The Principles of Behavior Modification." Although each lesson has an instructional objective; each is part of the unit whose general objective is;

> The trainee becomes aware of and employs a variety of strategies to identify positive reinforcers which may be used in a behavior modification model to strengthen desired learner behaviors.

8. Micro-lesson Instructional Objective:

The micro-lesson instructional objective is the specific objective for the micro-lesson. It describes what the trainee is to do to successfully complete the lesson.

9. Materials and Equipment:

All instructional materials and equipment needed to perform the micro-lesson are listed in this section. If the trainee is required to construct teacher-made materials instruction are provided.

10. Prescribed Trainee Task:

This section is a sequential listing of the specific tasks

the trainee is required to perform during the lesson. When necessary, general instructions are provided. Occasionally, prescribed learner tasks are presented. This occurs when in the opinion of the staff it is more efficient to role play the learner behaviors than to await their natural occurance.

Trainee must perform this prescribed task judiciously to successfully complete the lesson.

11. Sources:

The sources or references listed in the protocol are those used to develop the micro-lesson. These references are a resource for further study by the trainee. Secondary references have been used when primary sources were not available.

Evaluation of Trainee's Performance

The trainee's performance of a lesson is evaluated by the critiquer using the evaluation checklist. Observable skill performance criteria have been established for each micro-lesson. The criteria of acceptability, with few exceptions, are based on 80% accuracy, i.e., the trainee must perform 80% of the prescribed trainee tasks to successfully complete the lesson.

The trainee's performance is evaluated by comparing it to the established criteria. The evaluation checklist is used to quantify performance. The checklist responds to the question: Did the trainee perform 80% of the tasks prescribed for the lesson?

For example, a micro-lesson may have the following lesson objective:

The trainee applies the teaching skill of consistently reinforcing task-oriented behavior manifest by the learner. The criteria for acceptable performancy by the trainee is the reinforcement (tangible and/or social) of 80% of the task-oriented behavior manifest by the learner during the lesson.

In this way, the trainee's performance of the lesson is objectified, quantified and evaluated.

Using the Micro-lesson Evaluation Checklist

Checklists objectify trainee performance. Each item on the checklist is rated on a four point scale:

Rating	Descriptor
1	Skill omitted or not performed as prescribed.
2	Skill performance unclear and confusing.
3	Skill performed with reasonable competency. The trainee performed with average skill. Minimal response was elicited from the learners.
4	Skill performed with competency. Trainee communicated subject matter clearly and concisely to the learners. Trainee manages difficult and reluctant learners with tact. Excellent response was elicited from the learners.

Total score for the lesson is calculated by adding scores of the individual items. The total score is then compared with criterion score on the checklist to determine if reteaching is necessary. A score below criterion necessitates reteaching.

Before reteaching, the items on which the trainee received a low score are discussed with the critiquer. The emphasis of this discussion is on the rationale for the item. A trainee is less likely to omit an item if he understands how it relates to the total lesson.

Trainee Evaluation of Micro-lesson

After successfully completing a micro-lesson the trainee evaluates it. A checklist for this purpose is included in the protocol booklet.

Using the five point scale ranging from "Poor" to "Outstanding," the trainee responds to queries concerning (1) the compatibility of written protocol and modeling videotape, (2) the readability of the protocol, (3) the "realism" of the videotape, (4) the clarity of the protocol, (5) the technical quality of the videotape, (6) the helpfulness of the critiquer and (7) the correlation of the micro-lesson and course content.

The information accumulated from these evaluations is used to determine the effectiveness of the individual lessons and the overall Microteaching program. This data alerts instructors and staff to needed changes and modifications.

Personnel Tasks

During the performance of the micro-lesson there are four classes of personnel present (1) the trainee, (2) the learners, (3) the video technician and (4) the critiquer. Each of these individuals has specific functions to perform during the lesson.

The Trainee

The trainee is responsible for (1) studying the protocol, (2) viewing the modeling videotape, (3) preparing a lesson, (4) obtaining the needed materials and equipment and (5) presenting the lesson to the learners (peers or children) as prescribed in the protocol.

After his performance, the trainee views the videotape of his lesson and reviews and discusses the evaluation with the critiquer. If necessary, he replans, reteaches and recritiques the lesson.

The Learner

The learners perform their roles as prescribed in the protocol. They must adhere to the prescribed tasks or the trainee's performance is adversely effected. The tasks to be performed by child-learners should be explained to them by the critiquer or children who normally function as prescribed must be used as learners.

The Video Technician

The video technician operates the video camera and recorder. The technician must be familiar with the micro-lesson. He operates the camera to emphasize the trainee's performance of the prescribed tasks. He structures the environment and manipulates the equipment so that the equipment intrudes as little as possible on the teacher-learner relation.

The Critiquer

The critiquer is responsible for supervising the Microteaching session. He discusses the lesson with the trainee and learners. He briefs video technicians on specific behavior to focus on. He observes the lesson, evaluates the trainee's performance and quantifies his judgement of the performance. He confers with trainees who must reteach their lesson.

Tips for Critiquers

The following suggestions should assist the critiquer in the performance of his duties.

1. Know and understand the lesson and rationale.
2. Answer all the trainee's questions prior to the initial teach. If the trainee indicates he does not understand his role, review the lesson with him.
3. After viewing a trainee's performance select a few tasks the trainee did acceptably and a few tasks he did unacceptably. Concentrate on gaining improvement in the obvious faults.
4. Critiquer should develop rapport and assume a positive attitude when interacting with trainee. Begin by specifying items which the trainee performed well. View the tape with the trainee and discuss his performance sequentially. Point out instances of performance that does not reach criterion. Encourage the trainee to explain his reasons for performing a task as he did. Use this information to clarify misconceptions.
5. Critique trainee's performance only as it relates to the Microteaching situation. Avoid value judgements related to trainee's personality or general manner.
6. Explain rating scale and checklist to trainee and assure trainee that rating is as objective as possible.

CHAPTER FOUR

MICROTEACHING
VIDEO EQUIPMENT

Videotaping and viewing equipment is essential to a Special Education Microteaching program as described in this Manual. There are many types of video equipment available in the market place; therefore, it is not feasible to provide specifications and operating instructions in this Manual which are applicable to all makes of equipment.

In the project described herein; 1/2" Sony AV 3000 Series equipment was used. In this Chapter, the equipment required to produce a micro-lesson videotape in a one camera studio and to view a modeling videotape are described. Directions are provided for assembling the equipment.

Equipment Checklist for Lesson Videotaping

1. Camera Kit
   - video camera
   - viewfinder
   - lens (zoom)
   - tripod
   - camera cord (external sync)
   - microphone
   - microphone extension cord (optional)
   - microphone stand (optional)
2. Videocorder
   - power cord

"8-pin connector" cord

take-up reel

lesson tape

3. Monitor

earphones

earphone adapter

Assembling Equipment for Lesson Videotaping

1. Camera Kit

- Extend tripod legs, make certain the extensions are tightly joined. Tighten by turning clockwise.
- Attach the handle, provided in the kit, to the pan-tilt head. Tighten gently.
- Mount the camera securely on tripod.
- Attach viewfinder to camera. The viewfinder connector must be fitted carefully into the video camera connector.
- Put camera in the OFF position.
- Connect the power cord to the power source.
- Connect the camera cord (external sync) to the camera.
- Connect the free end of the camera cord to the videocorder in receptacle labelled "camera". Camera cords must be handled with care. When connecting or disconnecting, grasp the plug.
- Turn on camera by putting it in STAND-BY position.
- Allow camera to warm up.

- Put CAMERA switch in ON position.
- Put VIDEO/RF switch in VIDEO position.
- Put INT/EXT sync selector in EXT position.

  These switches are directly above the camera ON-OFF switch.
- The camera is now operational. If not, repeat the steps above after checking the power sources and ON-OFF switch.

2. Videocorder
   - Connect the power cord to the "AC in" receptacle on the videocorder and to a power source.
   - Connect the "8-pin connector" cord to the TV connector on the videocorder. Match the pins to the receptacle.
   - Connect the free end of the "8-pin connector" cord to the monitor. CAREFULLY!
   - Plug the microphone into the "Mic in" jack on the videocorder.
   - Put CAMERA-LINE-TV selector in CAMERA position.
   - Attach the take-up reel to the take-up reel spindle on the right side of the videocorder.
   - Attach the lesson tape to the supply reel spindle on the left side of the videocorder.
   - Before threading the tape, check that the RECORD button is NOT depressed, and that the FUNCTION selector on the videocorder is in the STOP position. If RECORD button is depressed, move FUNCTION lever to REWIND and back to STOP.

- Thread the tape, following the diagram provided on the inside cover of the videocorder.
- Put ACC/MANUAL button on MANUAL. Observe the audio level during the taping session and adjust AUDIO GAIN knob as needed to insure high quality audio reception.
- Set tape counter to zero by depressing the RESET button located to the right of the tape connector.

3. Monitor
   - Connect the power cord to the power source.
   - Place the TV/VTR switch on VTR.
   - If earphones are used, plug earphone cord into the earphone jack located in the front of the monitor.
4. Recording
   - Depress RECORD button and turn the FUNCTION selector on the videocorder to FORWARD.
   - Check audio level and adjust as necessary.
   - MAKE SURE THAT ALL ON-OFF SWITCHES ARE ON.

Equipment Checklist for Viewing Modeling Videotape

1. Videocorder

   Power cord

   "8-pin connector" cord

   Take-up reel

   Modeling Tape

2. Monitor

   Earphones (optional)

   Earphone adapter (optional)

Assembling Equipment for Viewing Modeling Videotape

- Connect the power cords from the monitor and videocorder to a power source.
- Connect the "8-pin connector" cord to the videocorder.
- Connect the free end of the "8-pin connector" cord to the monitor.
- Attach the take-up reel (right spindle) and the modeling tape (left spindle). Before threading the tape, make sure that the RECORD button is NOT depressed and that the FUNCTION selector is on STOP. If RECORD button is depressed move FUNCTION selector to REWIND and back to STOP.
- Thread the tape, following the diagram provided on the inside of the cover to the videocorder.
- The VTR/TV switch on the monitor should be placed on VTR.
- Depress POWER switch on videocorder (this turns it on.)
- Put monitor in ON position.

- To view, move FUNCTION selector to FORWARD.
- Earphones may be plugged into the monitor, if desired.
- The equipment is operational. If not, determine if monitor and videocorder are in ON position. Check VTR/TV switch on the monitor. Switch should be in VTR position.

Appendix A

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Appendix B

The Southern Illinois University - Special Education Micro-lessons

AUDITORY DISCRIMINATION TEST (WEPMAN)

(Time: 7 min.)

The trainee administers Wepman's Auditory Discrimination Test according to the instructions specified in Section IX of the micro-lesson.

BEHAVIORAL INTERVENTIONS

(Time: 13 min.)

The trainee effectively uses 50% of the 14 intervention techniques described in the rationale to control behavior in a classroom setting.

CONTINGENCY CONTRACTING

(Time: 26 min.)

The trainee will negotiate a contact with a learner.

CRUICKSHANK'S METHOD OF DEVELOPING AUDITORY DISCRIMINATION

(Time: 11 min.)

The trainee utilizes the method of auditory training as prescribed in Section IX. The learner with his eyes closed will participate in listening games which include; identifying the number of times a sound is made, duplicating a sound, distinguishing between various sounds (identifying them by name) and articulating his perception of the difference between contrasting sounds.

DEVELOPING LANGUAGE THROUGH EXPERIENCE

(Time: 17 min.)

The trainee utilizes the experiential approach to developing language skills by encouraging the learners to express their experiences in a story form. Their verbal expressions are transformed into graphic symbols.

47

DEVELOPMENTAL TEST OF VISUAL PERCEPTION: ADMINISTERING EYE-MOTOR COORDINATION SUBTEST

(Time: 13 min.)

The trainee administers the first subtest (eye-motor coordination) of the Frostig DTVP.

GROSS MOTOR TRAINING

(Time: 11 min.)

The trainee applies the Barsch's method of developing body awareness. The trainee models each activity before the learner is required to perform them. The trainee instructs the learner to (1) touch and name his body parts, (2) crawl, (3) walk and (4) motor shift.

HAND-KINESTHETIC METHOD OF TEACHING READING

(Time: 13 min.)

The trainee utilizes the "Hand-Kinesthetic" Method in teaching the learner to read a word he desires to learn.

IGNORING AND REINFORCING

(Time: 10 min.)

Trainee applies the techniques of ignoring inappropriate behavior and reinforcing appropriate behavior.

INTRODUCTION TO DIRECT INSTRUCTIONAL SYSTEM

(Time: 6 min.)

The trainee utilizes the DISTAR method of reading to instruct the learners on Task 1, Symbol Action Games, presented on page 17, of DISTAR Training Level 1 (manual).

INTRODUCTION TO i/t/a

(Time: 14 min.)

Trainee applies the i/t/a method using auditory perception and auditory-visual association.

PERCEPTUAL TRAINING: FORM PERCEPTION (KEPHART)

(Time: 18 min.)

The trainee utilizes the prescribed pegboard training activity in form perception to teach a learner to hold a form (represented by straight lines) against the distraction (represented by the large number of additional holes in the pegboard).

THE PHONIC-ALPHABETIC METHOD FOR TEACHING REMEDIAL READING

(Time: 6 min.)

The trainee, in a Microteaching lesson, utilizes the Phonic-Alphabetic approach to teach a learner the name and sound of one consonant letter and one vowel letter.

PSYCHOSITUATIONAL INTERVIEW

(Time: 12 min.)

Trainee applies the prescribed interview strategy with the parents to elicit information about the child. The interview focuses on (1) an analysis of the behavior for which the child has been referred, (2) the antecedents and consequences that elicit, reinforce or maintain the behavior and (3) an analysis of the expectations, attitudes and emotions of the parents concerning the behavior.

THE PURDUE PERCEPTUAL-MOTOR SURVEY (PERCEPTUAL-MOTOR MATCH)

(Time: 17 min.)

The trainee administers the Perceptual-Motor Match section of The Purdue Perceptual-Motor Survey.

SELECTING REINFORCERS

(Time: 21 min.)

The trainee utilizes the Ask the Children approach in selecting positive reinforcers.

TEACHING LATERALITY

(Time: 13 min.)

The trainee makes paper cuffs, a cardboard arrow and a set of ten pictures as prescribed in Section VIII.

The trainee presents the concept of laterality to the learner as prescribed in Section IX.

TOKEN REINFORCEMENT

(Time: 13 min.)

The trainee applies a token reinforcement schedule to increase "on task" learner behavior.

VISUAL-MOTOR APPROACH TO PERCEPTUAL-MOTOR SKILLS

(Time: 8 min.)

The trainee will develop a learner's skills in two areas: (1) balance and (2) control of eye movement.

WORK STUDY PLACEMENT INTERVIEW

(Time: 11 min.)

Trainee assesses the learner's interests and knowledge of work study program, administers and scores the Geist Picture Interest Inventory, develops an interest profile and discusses possible work study placements with the learner.

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